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ABSTRACT

Adults enrolled in local adult basic education programs at six sites in Louisiana were used to compare the credibility of Adult Performance Level (APL) competency-based instructional programs (experimental group) with traditional adult education instructional activities (control group). Focus was on determining the correlation between grade level achievement and APL objectives, impact on the retention of adult students, and the strengths and weaknesses of the APL instructional program. The California Achievement Test (CAT) and the APL survey were administered to both the experimental and control groups as pre- and post-tests. The experimental group related lessons to competencies necessary for adult living while the control group participated in a traditional adult education program. Only those students who had pre- and post-test scores were used in the final analysis. Thus, the sample consisted of 136 students (34 in the control group and 102 in the experimental group). The findings were as follows: the change in pre- and post-test scores was greatest for the experimental group; average test scores increased in both groups; the dropout rate for the control group was greater than that of the experimental group; and students, teachers, and supervisors reported an overall favorable attitude toward APL material. (Summaries of student, teacher, and supervisor evaluations are appended.) (EM)

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LOUISIANA ADULT PERFORMANCE LEVEL PILOT STUDY: A COMPARATIVE ANALYSIS OF APL COMPETENCY-BASED INSTRUCTIONAL PROGRAMS

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Finally, sincere appreciation must be expressed to those parish superintendents, adult education supervisors, and teachers from the ten participating parishes who worked diligently throughout the duration of this project.

Participating Parishes

Avoyelles	Orleans
Beauregard	Ouachita
East Baton Rouge	St. Landry
Jefferson	St. Mary
Lafayette	Webster

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ABSTRACT

Discussion generated by the original Adult Performance Level (APL) Project report, along with the lack of comparative studies relating to regular adult education programs and APL-based programs, revealed the need for a structured, comparative study of the two programs.

The present study was undertaken in order to conduct a comparison of the traditional adult education program (control group) with the APL program (experimental group). It was also the purpose of this study to obtain information on dropout rates and receive subjective evaluation of the program from students, teachers, and supervisors.

The study initially involved ten adult education program sites in Louisiana. Six sites were included in the final statistical analysis, with a total of one hundred and thirty-six participants. Each site consisted of both a control and experimental group. Only those students who had both pre and posttest scores were included in the final analysis.

Adults enrolled in both the experimental and control groups were administered a pre California Achievement Test (CAT) and the Adult Performance Level (APL) Survey. Preference was given to those adults who scored below the ninth grade on the initial CAT for inclusion in the study. The study was conducted for not less than six months at each site.

The program of study for the experimental group (APL) related lessons to competencies necessary for meeting the requirements of adult living today as identified in the original APL study at the University of Texas. The control group participated in a traditional adult education program. Records were kept and updated by teachers at each site.

At the conclusion of the study, both groups were administered a post

CAT and APL Survey. The difference in the mean pre and posttest scores on both the CAT and the APL Survey for both groups resulted in the "change in test score" for the groups.

The change in test score for the control group was 1.3 (CAT) and 4.2 (APL). For the experimental group, the change in test score was 2.4 (CAT) and 8 (APL).

Improvement was shown in both the experimental group and the control group. The change in test score was greatest for the experimental group.

The t-test procedure of the Statistical Analysis System (SAS) revealed at the .05 level of significance that the average change in test score for the control group and the experimental group was significantly different. An analysis of variance procedure, which also showed a significant difference at the .05 level, supported the above information.

Since the present study revealed that the mean change in test score was greater in the experimental group, it can be reported that the experimental group out-performed the control group.

Information obtained on dropout data showed a dropout rate of 37 percent for the control group and 29 percent for the experimental group. The dropout rate for the control group was greater than that of the experimental group.

Students, teachers, and supervisors reported an overall favorable attitude toward the APL material. In general, teachers felt that the APL material should be incorporated with a skills-based approach in a more individualized setting. Many of the students felt that the APL materials helped them meet their basic daily needs.

Findings of the study resulted in the recommendation that the study be expanded to include the adult student functioning at the secondary level. A duplication of the present study should be conducted using GED students in an alternative program.

It is also recommended that adult education programs should consider the potential benefits of the APL curriculum, if not as a replacement for traditional curriculum, then as a supplement to it.

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Chapter 1

INTRODUCTION AND BACKGROUND

The Adult Performance Level (APL) Project was a component of The University of Texas at Austin with the overall function of improving educational opportunities for undereducated adults. (7) The Project which had its beginnings in the early 1970's has had a tremendous impact on adult education programs throughout the country through its attempt to redefine the concept of literacy in today's society. (2:1) The study specified the competencies needed for meeting the requirements of adult living today, then assessed these competencies for the adult population (18-65 years) of the continental United States. (2:2)

Results of the study indicated that approximately 20 per cent of all adults in the United States could not function successfully with the minimum survival and life coping skills needed in today's society. The study also revealed that 33 per cent of U. S. adults were functional but not proficient in performing everyday life tasks.

Due to the magnitude of the study, the Office of Education has placed APL as the number one national priority for adult education. (2:i,2)

Since the inception of the APL study, Louisiana has been actively involved with the University of Texas through its Region VI Project and was one of the first states in the nation to introduce the APL instructional concept into local adult education programs. As a result of Louisiana's APL pilot activities of 1975-76, an APL curriculum guide was developed by Louisiana Tech University specifically for Louisiana's adult program, a

variety of APL instructional materials was developed and utilized, and implementation of the APL testing program in the pilot classes showed that adult education students in traditional adult classes had not reached instruction in those areas of competencies designated by the APL objectives. Although adults were improving their grade level achievement, they were not mastering those specific competency-based skills needed to successfully cope with today's society.

Discussions and differences of opinion generated by the appearance of APL on the scene of adult education have indicated the need for further research involving APL. Although many other states in the nation are experimenting with APL-based programs, there are currently no studies being conducted to compare APL-based programs with traditional adult education classes. (2:i) The need for such objective comparison is evidenced by the address of Griffith and Cervero.

STATEMENT OF THE PROBLEM

Based upon the acknowledged need for teaching APL competencies, the lack of comparative studies with regard to regular adult programs, and the need for more substancial data to decide the potential of APL-based curriculum programs as the instructional concept for all local adult education programs, Louisiana has sought to develop a state-wide APL pilot program. The 1976-77 Louisiana APL Pilot Project which involved state-wide coordination of all APL activities in cooperation with the University of Texas Region VI APL Project, Louisiana Tech University and ten local school systems set forth the following overall objectives:

Initiation of a structured, comparative study utilizing

experimental and control groups in local adult education programs to compare the credibility of APL competency-based instructional programs with traditional adult education instructional activities in an effort to determine

a. correlation between grade level achievement and APL objectives.
b. impact on the retention of adult students
c. strengths and weaknesses of the APL instructional program as determined through supervisor, teachers, and student evaluation of the program.

The focus of the present report is a presentation of the findings. The formal hypothesis of this research is stated here:

The adults enrolled in the Adult Performance Level Program (experimental will achieve more on the CAT and APL Tests and will attend class more when compared with the adults in the traditional adult class (control).

DEFINITION OF TERMS

1. Traditional Approach - The term traditional approach refers to the individualized prescriptive instruction based on student need as determined by a standardized achievement test. Teaching activities include both group and individual work designed to improve the student's academic skills in language, mathematics, and reading.
2. Adult Performance Level Approach - This term refers to a program

of study based on student need as determined by the APL Survey and informal teacher-made tests. Lessons in this approach relate to five general areas of knowledge: health, government and law, community resources, occupational knowledge, and consumer economics. Academic skills are taught incidentally.

3. Adult Performance Level (APL) Survey of the American College Testing (ACT) Program - The APL Survey is an instrument from the American College Testing Program designed for diagnosis and evaluation of those competencies necessary for adult living.
4. Experimental Group - In this report, the term refers to those students who participated in the APL Approach program.
5. Control Group - For purposes of this report, control group refers to those adult students who were taught through the traditional approach.

Chapter 2

RELATED LITERATURE

When U. S. Commissioner of Education, T. H. Bell, released the findings of the original four-year Adult Performance Level Study conducted through the University of Texas at Austin, he also called for an examination by the adult education community of what he termed a very useful project. (4:1) In a subsequent address for the 1975 Annual Conference of the Adult Education Association/USA, Commissioner Bell recognized the challenging task for adult educators - to help millions of functionally incompetent people identified by the APL Study. He stated the hope that the state and local adult education personnel, the "shakers and doers in adult education," were thinking of ways to interest and serve these people. (1:10)

Griffith and Cervero of the University of Chicago took an objective look at the APL program and presented their findings in an address at the 1976 NAPCAE/AEA Convention. Among the arguments directed at the APL program were those that the APL was chosen possibly prematurely as the model for adult basic education and that the APL approach appears to be directed primarily to the improvement of programs for only a small percentage of the target population. (4:1-2)

As a result of their study, Griffith and Cervero offered several observations in an attempt to advance the serious and deliberate examination encouraged by Bell. Included in the observations was the following:

> The concentration of attention by the USOE and by State Departments of Education on the APL system will be a commendable investment of human and financial program resources to the extent that it results in the development of ABE prgrams which are more effective than existing programs in recruiting, retaining, and teaching adults in

> the target population. To the extent that this approach to curriculum development produces only incremental improvements in programs which serve one percent of the target audience, the APL thrust will be only an unfortunate diversionary activity, drawing attention and directing publicity to the application of an old educational concept to ABE curriculum development without significantly increasing the capacity of ABE program personnel to serve the unreached 99 percent of the target population. (4:15)

In addition to looking at the technical aspects involved in the development and procedures of the APL Project, the authors also cited Wallace's survey of the administrators of 75 Adult Basic Education (ABE) centers concerning their beliefs about APL objectives. Conclusions of the survey were based on replies from 33 centers. Less than one-fourth of the ABE centers believe that it would be impossible to cover APL objectives in existing classes. Over three-fourths of the ABE centers already cover or believe it possible to cover the APL objectives in class, and over one-fourth of the ABE centers now report that they are covering a high percentage of the APL objectives. (4:14)

Though a subjective study such as Wallace's has value, the need for an actual comparative study objectively utilizing experimental and control groups was not conducted. With regard to the observations of Griffith and Cervero, the effects of the APL program on any of the target population must be determined through such an objective study of the program in operation.

The concluding note following Griffith and Cervero's examination of the APL approach offers remarks concerning the future of the APL approach. The authors state that the future of the APL approach will ultimately be determined not by the United States Office of Education, State Department of Education, or the American College Testing Program. Instead, the adult

education community itself will pass final judgement on the APL approach. It will be the adult education researchers, teachers, administrators, and students throughout the U.S. who will seriously and deliberately examine the APL approach. They will decide if and how the APL approach can be utilized in providing education to improve the quality of life for those millions of American adults whose needs have not and are not now being met through existing approaches to curriculum development. (4:16)

Roth reported on the more than 30 states that have geared up to teach or are already teaching adults to become competent in the 65 objectives of the APL approach. She also emphasized the ramifications of APL and acknowledged the need for an objective comparative study. (6:1)

Chapter 3

RESEARCH PROCEDURE

The present study was undertaken in an attempt to initiate the objective comparison of the APL program with the traditional adult education activities in Louisiana. The need for such an objective study was apparent from the widespread implementation of APL programs already in effect and the observations and questions raised by a review of the related literature.

PERSONNEL

The present study was conducted by highly qualified personnel in the field of adult education. Qualifications of the project staff can be reviewed in the appendix. The supervisors, several of whom have participated in previous APL programs in Louisiana, were instrumental in implementation of the study. They exercised judgement to ensure that qualified teachers participated in the program. The names and addresses of the participating teachers and supervisors can be found in the appendix.

WORKSHOPS

Teachers and supervisors participated in three workshops conducted by the project staff through Louisiana Tech University. In order to provide information concerning program coordination through workshops, the general content of the sessions is presented here.

The program began in October, 1976, with a three-day project orientation workshop. Discussion centered around data collection, record keeping, reports, evaluations, and dropouts. Participants were informed about testing

and placement procedures. The date for pretesting with the CAT and APL Survey was set for November, 1976.

Demonstration lessons were conducted using the Louisiana Tech Curriculum Guide. Information relating to materials and resources for the program was also presented. The instructional program for each parish site was organized.

Teachers later had to develop their own APL material using the Tech Curriculum Guide and free materials from various sources, since the APL Instructional Modules did not arrive until February, 1977.

With the arrival of the APL Modules in February, the second workshop was held for two days. Reports on the project sites were given and the APL Instructional Modules were presented. Areas of concern discussed by the project staff included dropouts, and retention of students in the program, data collection, and evaluation of students. Plans were made for on site visitations by the project staff. Posttesting was scheduled for May, 1977.

The final two day workshop was held in July, 1977. Research data was presented along with evaluation of the project site programs and a summary of project results. Recommendations for implementation of APL in Louisiana were drawn.

THE SAMPLE

Ten sites were initially selected for the purpose of this study. The initial sites included Avoyelles, Beauregard, East Baton Rouge, Jefferson Lafayette, St. Landry, Ouachita, Orleans, St. Mary, and Webster Parishes. A sample of approximately 226 students was initially enrolled in the participating sites. St. Mary, Webster, Ouachita and Orleans did not

complete the study due to lack of funding, student apprehension toward change in usual class situation, incomplete data, or site-related difficultie in implementation.

PROGRAM PROCEDURES

General guidelines devised prior to the study describe the procedure initiated at each site:

1. Two groups of adult education students will be selected - one group will be enrolled in the traditional adult education program (control group) and the second will be enrolled in the APL class (experimental class).
2. The adults in the two groups will be administered a pre-and-post California Achievement Test and the Adult Performance Level Survey.
3. Preference will be given to those adults who score below the 9th grade on the initial California Achievement Test for inclusion in the study.
4. The teacher of the control group will not study the results of the APL test.
5. The number of respondents in each group will be limited to not more than twenty students.
6. The study will be conducted for not less than six months. (2:9)

DIVISION INTO GROUPS

Prior to participation in the study, students were counseled and

consequently assigned to either the experimental group (APL)approach) or the control group (traditional approach). This was accomplished at each participating site.

TESTING PROCEDURES

After the students were assigned to groups, both the experimental and the control groups at each site were administered the California Achievement Test (CAT) and the Adult Performance Level (APL) Survey. The CAT score revealed a grade equivalent while the APL score revealed an adult criterion-referenced score. The initial CAT and APL scores are referred to as pretest scores for the purposes of this study.

Upon termination of the pilot study, students at each site were administered CAT and APL posttests to measure achievement. Both the control group and the experimental group participated. The difference in the posttest score and the pretest score was termed the "change in test score" or "achievement attained." The use of the CAT and the APL Survey with both groups yielded two distinct tools with which to measure student achievement. The posttest scores were also used as recommendations to the GED, when the required level was attained.

In addition to the objective measures derived, subjective evaluation of the program was obtained through student, teacher and supervisor questionaires. Information yielded from the evaluation is presented in Chapter 4.

RECORDS

During the study records were updated constantly on each student.

Louisiana State Department of Education forms DE505 and DE503-A were issued at the beginning of the study and used to contain all relevant student information (see Appendix).

TEACHING PROCEDURES

Although there was some variability in the project sites, efforts were made to ensure uniformity in the teaching procedures.

In the traditional approach program, the instructor and/or counselor interpreted the diagnostic analysis of each test taken by students and prescribed an appropriate program of study for each individual student. The focus of instructional activities was on increasing academic skills in language, mathematics, and reading so that the student might achieve an overal grade level score of 13.0 with no score below 12.0 on an achievement test.

In the APL approach, the students were provided with activities designed to increase their competence with five general knowledge areas. The instructors used the Tech Curriculum Guide in planning and implementing learning activities which directly related to APL objectives. Student learning was directed toward the goal of improving the student's score on the APL Survey.

DESCRIPTION OF PROGRAM VARIATION WITHIN SITES

Site-related differences in the participating classes included time of sessions - some were held in the evenings, others during the daytime. The number of participants also varied from site to site. Lack of posttest scores from some sites affected the sample size. Reasons for this were administrative as well as the occurrence of student separation from the program. It should be noted that some posttest scores were obtained from

students before they left the program. Those students not having a posttest score were eliminated from the statistical study. Usual administration, scheduling, and facility problems were encountered as would be expected in a study of this magnitude.

DESCRIPTION OF PROJECT SITES

Information relative to the experimental group for individual sites is presented below.

Avoyelles Parish

The APL experimental class in Avoyelles Parish met at the Adult Learning Center in Marksville, Louisiana. The Center consists of two adjoining classrooms equipped with APL resources as well as traditional supplementary material. For the first two months of operation, classes were offered three days a week for three hours each day. During the last five months, classes operated five days each week for seven hours each day.

One certified teacher, an experienced adult educator, conducted the experimental class which initially had an enrollment of thirteen students: seven males and six females of which there were seven blacks and six whites. The average grade completed in regular school by these students was 8.7. These students reflected the rural communities representative of Avoyelles Parish.

Beauregard Parish

The Beauregard Parish APL class met in a classroom located downstairs from the Adult Learning Center. The group met three hours on Monday, Tuesday, and Thursday mornings for twenty-four weeks.

The instructor originally hired to teach the APL class was relocated

after two months of participation in the project. The teacher aide, who was a certified teacher, was hired as the instructor and completed the four months remaining in the experiment.

The eight students enrolled in the class were women: four white, four black, with an average age of thirty-eight. They had completed an average of six grades before entering adult education.

East Baton Rouge

The APL experimental class in East Baton Rouge Parish met in the Greenville Annex which is located in the central area of the city. All materials were either teacher-made or collected. APL modules were later received and used from the University of Texas.

The instructor was a certified teacher with three years of expetience in a self-contained type adult education class. One paraprofessional assisted the instructor.

The class originally consisted of nine students, all black: two males, seven females. The average age was 35.

The program operated twenty-six weeks and met three hours per class, four nights a week. The average grade completed in regular day school before entering the APL class was 9.1.

Jefferson Parish

The Jefferson Parish APL experimental class was held at the Westbank Adult Education Day Center in Gretna, Louisiana. It was not the same location as the control group. The class was equipped with APL resources as well as traditional supplementary materials and APL Modules.

The certified instructor had taught ABE classes for thirteen years.

Shw was assisted by a paraprofessional.

Classes were offered five days a week, five hours per day for twenty - five weeks. The class had an initial enrollment of sixty-six students. There were 35 males and 31 females. Ethnically the group consisted of 48 blacks and 18 whites.

Lafayette Parish

The Adult Education Center in Lafayette, Louisiana, was one of the ten pilot sites. The Lafayette Center consists of a series of adult education classrooms equipped with APL resources and traditional supplementary material. Classes, which met on Wednesday and Thursday nights for two and a half hours each, were in operation for a total of thirty (30) weeks.

The experimental class in Lafayette Parish was conducted by a certified teacher who had worked with the Adult Education Program since 1970. Twelve students began the program in this parish. Of the initial twelve, there were two females and ten males, four whites and eight blacks. This group had an average grade completion of 7.8.

St. Landry Parish

The APL experimental class in St. Landry Parish met at the Lawtell Elementary School in Lawtell, Louisiana. The classroom was used by an elementary teacher during the day, so the APL teacher was responsible for transporting all the materials the class needed for each session. The class met three hours on Monday and Wednesday evenings for twenty-seven weeks.

The St. Landry APL class enrolled twenty-seven adults of which there were eleven males and sixteen females, twenty-six blacks and one white. The students' average was thirty-two years, nine months, and they had completed an average of 7.1 grades before entering adult education.

The instructor for the class was a native of the rural Lawtell community and had taught a similar class the previous year.

Ouachita Parish *

The Northeast Louisiana Learning Center in Ouachita Parish conducted a program in connection with the APL study and operated without funds from the state project. The site in Monroe field-tested Learning Activity Packets (LAP) in mathematics and language for adult students.

One group of students used traditional language and mathematics material and the other group used a combination of traditional material and Learning Activity Package (LAP) material. The LAP material uses an approach of teaching academic skills (math and language) with incidental teaching of APL skills.

Both classes met in separate classrooms at the Center. Each approach was conducted for seven months, five days each week, six hours each day. Students in both classes had access to reading instruction in the Educational Development Laboratory (EDL). The teachers of each class were experienced in individualized prescriptive instruction (IPI).

Orleans Parish *

On November 2, 1976, an Adult Performance Level pilot class was established at the Carter G. Woodson Community School, New Orleans, Louisiana. For approximately four months the adult education supervisor and pilot class teacher tried to recruit new students for the class. Due to the fact that the APL class was established after the other classes had begun, it was difficult to get additional students to participate. Persons who were enrolled were interested mainly in getting into the GED Program.

* Statistics from this site were not included in the final analysis.

Thirteen black students were enrolled: six females and seven males. The average age was twenty-three, and the average grade completed was 7.7.

Because of starting late and having difficulty with recruiting, the APL class was closed officially on March 23, 1977.

St. Mary Parish *

St. Mary Parish enrolled ten students in an APL experimental class which met at the Morgan City Adult Learning Center on Tuesday, Wednesday, and Thursday evenings for one and one-half hours each night. The class consisted of ten students: three males, seven females, two blacks and eight whites whose average age was 40.5. These adults had completed an average of 4.8 grades.

The St. Mary Parish APL Class closed in March, 1977, after five months of operation. St. Mary Parish did not recruit a new class, but took one already at work on GED preparation through the traditional IPI method. The supervisor and teacher decided to discontinue the APL approach at this time because the students' responses were apprehensive toward the change in their class situation.

Webster Parish *

Webster Parish involvement in the APL study was conducted on a voluntary basis. No project funds were expended to conduct the study which was part of the regular program at Minden Adult Learning Center. This facility, formerly an elementary school, is now the center for adult education classes in the parish. It has four separate classrooms used primarily for traditional mathematics, language, and reading instruction.

During the study, one of these classrooms was used for APL-related study.

* Statistics from this site were not included in the final analysis.

APL instruction was offered two nights each week for three hours each night.

Initially enrolled in the experimental APL class were seven students: all black, six females and one male. Their average attendance for twenty-two weeks was ninety-eight hours.

Since no final testing results were compiled, data relating to test scores and upgrading were incomplete; therefore, no statistics from the Webster Parish site were included in the composite report.

STATISTICAL TREATMENT OF DATA

The formal hypothesis of the study is restated here:

> The adults enrolled in the Adult Performance Level program (experimental) will achieve more on the CAT and APL Tests and will attend class more when compared with the adults in the traditional adult class (control).

A standard t-test was utilized in evaluating the hypothesis. A confidence level of 95% was initially decided upon for acceptance criteria.

The test of hypothesis included a test for significant difference in the change in test scores of the two groups. Using both the change in test score on the CAT and change in test score on the APL, significant difference in control group versus experimental group was tested. Thus, if a significant difference existed between the control group and the experimental group with the two tools of comparison, the hypothesis could be accepted at the 95% level of confidence. Just as the t-test measured overall performance of the program, standard correlation measures were employed to test a relationship between grade level achievement and APL objectives. A complete correlation analysis was conducted to reveal any underlying relationship. Normal relevant statistics were used to measure retention.

The validity of these results, as in any study, rests upon the assumption

of normality, unbiasedness, and general independence of the group. There is no indication of assumption violation to such a degree as to invalidate the study. Limitations of the study involved the fact that the different sites had no constant time for the study. An attempt to adjust for this limitation resulted in a statistic called "change in test score per hour studied."

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

Much of the original sample was unusable for analysis purposes. Information on two hundred twenty-six students was collected from six sites. Of these, ninety-one were in the control group and one hundred thirty-five were in the experimental group. Of this sample information only those students who had a pretest score and a posttest score could be used to test the APL performance. As a result the usable sample consisted of one hundred thirty-six students. Of these, thirty-four were in the control group and one hundred and two were in the experimental group. Mean information composed by group, by site, and by group at each site is presented in Tables I, II, and III respectively. A key for interpreting the symbols used can be located at the end of Table III.

Pertinent information in Table I reveals that the average age in the control group was twenty-nine years while it was twenty-five in the experimental group. On the average for both groups the majority of the participants were female. The results yield that on the average a majority of the students in both groups were black. The average grade completed prior to entering the program was 8.1 for both groups. Thus, when comparing the control group to the experimental group, on the average they were very similar. An assumption of a homogenous sample can be supported by these similar statistics.

Similar analysis was performed on a site by site basis (Table II) and within-site analysis of control group versus experimental group (Table III). As a general rule, many of the samples were similar. Of course the smaller

TABLE I - MEAN INFORMATION BY GROUP

GRPS=0

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	34	29.17647059	15.93066528	16.00000000	79.00000000	992.00000000	253.78609626
SEX	34	0.44117647	0.50399474	0.00000000	1.00000000	15.00000000	0.25401070
RACE	34	0.26470588	0.44781138	0.00000000	1.00000000	9.00000000	0.20053476
GRDC	34	8.11764706	2.31941353	2.00000000	12.00000000	276.00000000	5.37967914
PRCAT	34	6.43235294	1.37570270	3.80000000	8.90000000	218.70000000	1.89255793
PSCAT	34	7.81176471	2.39744363	4.30000000	13.40000000	265.60000000	5.74773619
CHCAT	34	1.37941176	1.49641580	-1.40000000	5.60000000	46.90000000	2.23926025
PRAPL	34	21.35294118	6.88820843	1.00000000	32.00000000	726.00000000	47.44741533
PSAPL	34	25.64705882	6.88380776	9.00000000	38.00000000	872.00000000	47.38680927
CHAPL	34	4.29411765	6.38905035	-8.00000000	24.00000000	146.00000000	40.81996435
HRS	34	146.82352941	52.80637622	51.00000000	320.00000000	4992.00000000	2788.51336898
WKS	34	26.20588235	4.57116386	20.00000000	39.00000000	891.00000000	20.89572193

GRPS=1

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	102	25.27450980	13.04990942	15.00000000	71.00000000	2578.00000000	170.3001359
SEX	102	0.43137255	0.49771366	0.00000000	1.00000000	44.00000000	0.2477189
RACE	102	0.24509804	0.43226950	0.00000000	1.00000000	25.00000000	0.1868569
GRDC	102	8.11764706	2.26595167	2.00000000	11.00000000	828.00000000	5.1345370
PRCAT	102	5.26862745	1.92163196	0.00000000	8.80000000	537.40000000	3.6926694
PSCAT	102	7.67156863	2.89353590	3.30000000	13.50000000	782.50000000	8.3725500
CHCAT	102	2.40294118	1.78022448	-0.10000000	6.10000000	245.10000000	3.1691992
PRAPL	102	18.37254902	6.42384415	4.00000000	32.00000000	1874.00000000	41.2657736
PSAPL	102	26.37254902	6.62715919	8.00000000	38.00000000	2690.00000000	43.9192390
CHAPL	102	8.00000000	5.81054010	-9.00000000	23.00000000	816.00000000	33.7623762
HRS	102	195.98039216	117.05004264	27.00000000	523.00000000	19990.00000000	13700.7124830
WKS	102	25.71568627	3.01276969	20.00000000	39.00000000	2623.00000000	9.0767812

TABLE II - MEAN INFORMATION BY LOCATION

SITE=1

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	9	29.00000000	18.05547009	16.00000000	62.00000000	261.00000000	326.00000000
SEX	9	0.33333333	0.50000000	0.00000000	1.00000000	3.00000000	0.25000000
RACE	9	0.55555556	0.52704628	0.00000000	1.00000000	5.00000000	0.27777778
GRDC	9	8.44444444	1.01373376	7.00000000	10.00000000	76.00000000	1.02777778
PRCAT	9	6.12222222	1.30841295	3.80000000	8.30000000	55.10000000	1.71194444
PSCAT	9	8.94444444	2.56423045	5.90000000	13.00000000	80.50000000	6.57527778
CHCAT	9	2.82222222	1.68432314	0.90000000	6.10000000	25.40000000	2.83694444
PRAPL	9	21.33333333	3.46410162	15.00000000	25.00000000	192.00000000	12.00000000
PSAPL	9	22.77777778	2.99072641	17.00000000	26.00000000	205.00000000	8.94444444
CHAPL	9	1.44444444	4.00347072	-4.00000000	6.00000000	13.00000000	16.02777778
HRS	9	219.44444444	130.08949911	84.00000000	523.00000000	1975.00000000	16923.27777778
WKS	9	26.00000000	0.00000000	26.00000000	26.00000000	234.00000000	0.00000000

SITE=2

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	11	39.00000000	15.01332741	17.00000000	60.00000000	429.00000000	225.40000000
SEX	11	0.18181818	0.40451992	0.00000000	1.00000000	2.00000000	0.16363636
RACE	11	0.27272727	0.46709937	0.00000000	1.00000000	3.00000000	0.21818182
GRDC	11	5.90909091	2.73695252	2.00000000	11.00000000	65.00000000	7.49090909
PRCAT	11	6.30909091	1.34495691	4.30000000	8.20000000	69.40000000	1.80890909
PSCAT	11	7.79090909	2.55360707	5.10000000	12.40000000	85.70000000	6.52090909
CHCAT	11	1.48181818	1.81483763	-1.40000000	4.70000000	16.30000000	3.29363636
PRAPL	11	23.27272727	6.32599256	10.00000000	30.00000000	256.00000000	40.01818182
PSAPL	11	27.54545455	5.35469238	20.00000000	35.00000000	303.00000000	28.67272727
CHAPL	11	4.27272727	7.95095622	-8.00000000	22.00000000	47.00000000	63.21818182
HRS	11	112.27272727	50.39859305	27.00000000	190.00000000	1235.00000000	2540.01818182
WKS	11	24.00000000	0.00000000	24.00000000	24.00000000	264.00000000	0.00000000

SITE=3

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	8	29.50000000	11.31370850	16.00000000	52.00000000	236.00000000	128.00000000
SEX	8	0.25000000	0.46291005	0.00000000	1.00000000	2.00000000	0.21428571
RACE	8	0.25000000	0.46291005	0.00000000	1.00000000	2.00000000	0.21428571
GRDC	8	9.12500000	1.64208056	7.00000000	11.00000000	73.00000000	2.69642857
PRCAT	8	5.33750000	0.92726557	4.00000000	6.80000000	42.70000000	0.85982143
PSCAT	8	5.95000000	1.04471459	4.30000000	7.30000000	47.60000000	1.09142857
CHCAT	8	0.61250000	0.59626816	0.00000000	1.70000000	4.90000000	0.35553571
PRAPL	8	16.62500000	8.51783842	1.00000000	32.00000000	133.00000000	72.55357143
PSAPL	8	22.75000000	7.32412842	9.00000000	34.00000000	182.00000000	53.64285714
CHAPL	8	6.12500000	5.35690476	-5.00000000	14.00000000	49.00000000	28.69642857
HRS	8	149.75000000	81.66038415	51.00000000	250.00000000	1196.00000000	6668.50000000
WKS	8	20.00000000	0.00000000	20.00000000	20.00000000	160.00000000	0.00000000

TABLE II - MEAN INFORMATION BY LOCATION

SITE=4

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	72	20.23611111	8.75245327	15.00000000	71.00000000	1457.0000000	76.6054382
SEX	72	0.56944444	0.49862879	0.00000000	1.00000000	41.0000000	0.2486307
RACE	72	0.25000000	0.43605142	0.00000000	1.00000000	18.0000000	0.1901408
GRDC	72	8.54166667	1.79935434	2.00000000	11.00000000	615.0000000	3.2376761
PRCAT	72	4.75833333	1.70275254	0.00000000	7.80000000	342.6000000	2.8993662
PSCAT	72	7.16666667	2.80060356	3.30000000	13.30000000	516.0000000	7.8433803
CHCAT	72	2.40833333	1.87096044	0.40000000	8.10000000	173.4000000	3.5004930
PRAPL	72	15.58333333	4.85783816	4.00000000	28.00000000	1122.0000000	23.5985915
PSAPL	72	24.01388889	6.24723726	8.00000000	38.00000000	1729.0000000	39.0279734
CHAPL	72	8.43055556	6.04170107	-9.00000000	23.00000000	607.0000000	36.5021518
HRS	72	230.34722222	109.11889881	57.00000000	483.00000000	16585.0000000	11906.9340767
WKS	72	25.00000000	0.00000000	25.00000000	25.00000000	1800.0000000	0.0000000

SITE=5

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	7	29.00000000	9.03696114	17.00000000	40.00000000	203.00000000	81.66666667
SEX	7	0.57142857	0.53452248	0.00000000	1.00000000	4.00000000	0.28571429
RACE	7	0.57142857	0.53452248	0.00000000	1.00000000	4.00000000	0.28571429
GRDC	7	9.57142857	1.39727626	8.00000000	12.00000000	67.00000000	1.95238095
PRCAT	7	7.18571429	1.63343051	4.30000000	8.90000000	50.30000000	2.66809524
PSCAT	7	8.62857143	2.26547538	5.30000000	11.30000000	60.40000000	5.13238095
CHCAT	7	1.44285714	0.80178373	0.50000000	2.40000000	10.10000000	0.64285714
PRAPL	7	24.14285714	5.52052447	15.00000000	31.00000000	169.00000000	30.47619048
PSAPL	7	26.42857143	6.90065559	14.00000000	34.00000000	185.00000000	47.61904762
CHAPL	7	2.28571429	5.82277957	-7.00000000	9.00000000	16.00000000	33.90476190
HRS	7	110.71428571	61.00741563	47.00000000	197.00000000	775.00000000	3721.90476190
WKS	7	39.00000000	0.00000000	39.00000000	39.00000000	273.00000000	0.00000000

SITE=6

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	29	33.93103448	16.86909904	17.00000000	79.00000000	984.00000000	284.56650246
SEX	29	0.24137931	0.43549417	0.00000000	1.00000000	7.00000000	0.18965517
RACE	29	0.06896552	0.25788071	0.00000000	1.00000000	2.00000000	0.06650246
GRDC	29	7.17241379	2.90404947	2.00000000	11.00000000	208.00000000	8.43349754
PRCAT	29	6.75862069	1.83644012	2.40000000	8.80000000	196.00000000	3.37251232
PSCAT	29	8.89310345	2.77976503	3.80000000	13.50000000	257.90000000	7.72709360
CHCAT	29	2.13448276	1.62552758	-0.90000000	5.60000000	61.90000000	2.64233990
PRAPL	29	25.10344828	4.99531800	8.00000000	32.00000000	728.00000000	24.95320197
PSAPL	29	33.03448276	3.28940679	26.00000000	38.00000000	958.00000000	10.82019704
CHAPL	29	7.93103443	4.84717174	1.00000000	24.00000000	230.00000000	23.49507389
HRS	29	110.82758621	36.55824019	58.00000000	174.00000000	3214.00000000	1336.50492611
WKS	29	27.00000000	0.00000000	27.00000000	27.00000000	783.00000000	0.00000000

TABLE III - MEAN INFORMATION BY LOCATION AND GROUP

SITE=1 GRPS=0

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	5	24.60000000	17.55847374	16.00000000	56.00000000	123.00000000	308.30000000
SEX	5	0.60000000	0.54772256	0.00000000	1.00000000	3.00000000	0.30000000
RACE	5	0.40000000	0.54772256	0.00000000	1.00000000	2.00000000	0.30000000
GRDC	5	9.00000000	1.00000000	8.00000000	10.00000000	45.00000000	1.00000000
PRCAT	5	5.80000000	1.19079855	3.80000000	6.90000000	29.00000000	1.41800000
PSCAT	5	7.70000000	1.57003185	5.90000000	10.20000000	38.50000000	2.46500000
CHCAT	5	1.68000000	0.92086915	0.90000000	3.30000000	9.20000000	0.84800000
PRAPL	5	21.60000000	4.15932687	15.00000000	25.00000000	108.00000000	17.30000000
PSAPL	5	22.40000000	2.07364414	21.00000000	26.00000000	112.00000000	4.30000000
CHAPL	5	0.80000000	4.81663783	-4.00000000	6.00000000	4.00000000	23.20000000
HRS	5	138.40000000	34.39912790	84.00000000	166.00000000	692.00000000	1183.30000000
WKS	5	26.00000000	0.00000000	26.00000000	26.00000000	130.00000000	0.00000000

SITE=1 GRPS=1

AGE	4	34.50000000	19.63839776	16.00000000	62.00000000	138.00000000	385.6666667
SEX	4	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000	0.0000000
RACE	4	0.75000000	0.50000000	0.00000000	1.00000000	3.00000000	0.2500000
GRDC	4	7.75000000	0.50000000	7.00000000	8.00000000	31.00000000	0.2500000
PRCAT	4	6.45000000	1.55456318	4.60000000	8.30000000	25.80000000	2.4166667
PSCAT	4	10.50000000	2.90516781	7.60000000	13.00000000	42.00000000	8.4400000
CHCAT	4	4.05000000	1.67829276	2.40000000	6.10000000	16.20000000	2.8166667
PRAPL	4	21.00000000	2.94392029	18.00000000	25.00000000	84.00000000	8.6666667
PSAPL	4	23.25000000	4.19324854	17.00000000	26.00000000	93.00000000	17.5833333
CHAPL	4	2.25000000	3.20156212	-1.00000000	5.00000000	9.00000000	10.2500000
HRS	4	320.75000000	137.55069967	223.00000000	523.00000000	1283.00000000	18920.2500000
WKS	4	26.00000000	0.00000000	26.00000000	26.00000000	104.00000000	0.0000000

SITE=2 GRPS=0

AGE	6	38.16666667	14.90525634	17.00000000	58.00000000	229.00000000	222.16666667
SEX	6	0.33333333	0.51639778	0.00000000	1.00000000	2.00000000	0.26666667
RACE	6	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000
GRDC	6	5.83333333	3.54494946	2.00000000	11.00000000	35.00000000	12.56666667
PRCAT	6	6.78333333	1.34375097	4.80000000	8.20000000	40.70000000	1.80566667
PSCAT	6	7.86666667	2.87100447	5.10000000	12.40000000	47.20000000	8.24266667
CHCAT	6	1.08333333	2.01535776	-1.40000000	4.70000000	6.50000000	4.06166667
PRAPL	6	25.83333333	4.62240918	17.00000000	30.00000000	155.00000000	21.36666667
PSAPL	6	27.16666667	6.08002193	20.00000000	35.00000000	163.00000000	36.96666667
CHAPL	6	1.33333333	6.08824003	-8.00000000	8.00000000	8.00000000	37.06666667
HRS	6	138.66666667	33.24655887	87.00000000	190.00000000	832.00000000	1105.46666667
WKS	6	24.00000000	0.00000000	24.00000000	24.00000000	144.00000000	0.00000000

TABLE III - MEAN INFORMATION BY LOCATION AND GROUP

SITE=2 GRPS=1

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	5	40.00000000	16.83745824	21.00000000	60.00000000	200.00000000	283.50000000
SEX	5	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000
RACE	5	0.60000000	0.54772256	0.00000000	1.00000000	3.00000000	0.30000000
GRDC	5	6.00000000	1.73205081	3.00000000	7.00000000	30.00000000	3.00000000
PRCAT	5	5.74000000	1.23409886	4.30000000	7.60000000	28.70000000	1.52300000
PSCAT	5	7.70000000	2.44540385	6.00000000	12.00000000	38.50000000	5.98000000
CHCAT	5	1.96000000	1.62265215	-0.10000000	4.40000000	9.80000000	2.63300000
PRAPL	5	20.20000000	7.19027120	10.00000000	29.00000000	101.00000000	51.70000000
PSAPL	5	28.00000000	5.00000000	21.00000000	33.00000000	140.00000000	25.00000000
CHAPL	5	7.80000000	9.12140340	-3.00000000	22.00000000	39.00000000	83.20000000
HRS	5	80.60000000	51.66526880	27.00000000	165.00000000	403.00000000	2669.30000000
WKS	5	24.00000000	0.00000000	24.00000000	24.00000000	120.00000000	0.00000000
---------- SITE=3 GRPS=0 ----------							
AGE	4	22.75000000	7.27438428	16.00000000	33.00000000	91.00000000	52.91666667
SEX	4	0.50000000	0.57735027	0.00000000	1.00000000	2.00000000	0.33333333
RACE	4	0.50000000	0.57735027	0.00000000	1.00000000	2.00000000	0.33333333
GRDC	4	9.00000000	1.82574186	7.00000000	11.00000000	36.00000000	3.33333333
PRCAT	4	5.15000000	1.07357931	4.00000000	6.60000000	20.60000000	1.16333333
PSCAT	4	5.60000000	1.24899960	4.30000000	7.30000000	22.40000000	1.56000000
CHCAT	4	0.45000000	0.17320508	0.30000000	0.70000000	1.80000000	0.03000000
PRAPL	4	11.50000000	7.14142843	1.00000000	16.00000000	46.00000000	51.00000000
PSAPL	4	17.50000000	5.91607978	9.00000000	22.00000000	70.00000000	35.00000000
CHAPL	4	6.00000000	1.41421356	5.00000000	8.00000000	24.00000000	2.00000000
HRS	4	131.00000000	90.26257992	51.00000000	250.00000000	524.00000000	8147.33333333
WKS	4	20.00000000	0.00000000	20.00000000	20.00000000	80.00000000	0.00000000
---------- SITE=3 GRPS=1 ----------							
AGE	4	36.25000000	11.14674840	27.00000000	52.00000000	145.00000000	124.25000000
SEX	4	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000
RACE	4	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000
GRDC	4	9.25000000	1.70782513	7.00000000	11.00000000	37.00000000	2.91666667
PRCAT	4	5.52500000	0.86554414	4.90000000	6.80000000	22.10000000	0.74916667
PSCAT	4	6.30000000	0.81240384	5.10000000	6.90000000	25.20000000	0.66000000
CHCAT	4	0.77500000	0.85391256	0.00000000	1.70000000	3.10000000	0.72916667
PRAPL	4	21.75000000	6.94622199	17.00000000	32.00000000	87.00000000	48.25000000
PSAPL	4	28.00000000	4.08248290	25.00000000	34.00000000	112.00000000	16.66666667
CHAPL	4	6.25000000	8.05708798	-5.00000000	14.00000000	25.00000000	64.91666667
HRS	4	168.50000000	80.46738470	69.00000000	242.00000000	674.00000000	6475.00000000
WKS	4	20.00000000	0.00000000	20.00000000	20.00000000	80.00000000	0.00000000

TABLE III - MEAN INFORMATION BY LOCATION AND GROUP

SITE=4 GRPS=0

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	6	17.00000000	1.09544512	16.00000000	19.00000000	102.00000000	1.20000000
SEX	6	1.00000000	0.00000000	1.00000000	1.00000000	6.00000000	0.00000000
RACE	6	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000
GRDC	6	8.33333333	1.50554531	6.00000000	10.00000000	50.00000000	2.26666667
PRCAT	6	5.43333333	0.35023801	5.00000000	6.00000000	32.60000000	0.12266667
PSCAT	6	6.55000000	0.78676553	5.60000000	7.90000000	39.30000000	0.61900000
CHCAT	6	1.11666667	0.62742861	0.40000000	1.90000000	6.70000000	0.39366667
PRAPL	6	18.83333333	4.02077936	12.00000000	24.00000000	113.00000000	16.16666667
PSAPL	6	22.00000000	4.14728827	16.00000000	28.00000000	132.00000000	17.20000000
CHAPL	6	3.16666667	1.47196014	1.00000000	5.00000000	19.00000000	2.16666667
HRS	6	183.83333333	84.21262772	97.00000000	320.00000000	1103.00000000	7091.76666667
WKS	6	25.00000000	0.00000000	25.00000000	25.00000000	150.00000000	0.00000000

SITE=4 GRPS=1

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	66	20.53030303	9.08459338	15.00000000	71.00000000	1355.00000000	82.5298368
SEX	66	0.53030303	0.50290531	0.00000000	1.00000000	35.00000000	0.2529138
RACE	66	0.27272727	0.44877456	0.00000000	1.00000000	18.00000000	0.2013986
GRDC	66	8.56060606	1.83243250	2.00000000	11.00000000	565.00000000	3.3578089
PRCAT	66	4.69696970	1.76399631	0.00000000	7.80000000	310.00000000	3.1116830
PSCAT	66	7.22272727	2.91229729	3.30000000	13.30000000	476.70000000	8.4814755
CHCAT	66	2.52575758	1.90402898	0.70000000	8.10000000	166.70000000	3.6253263
PRAPL	66	15.26787879	4.84455333	4.00000000	28.00000000	1009.00000000	23.4696970
PSAPL	66	24.19696970	6.39523788	8.00000000	38.00000000	1597.00000000	40.8990676
CHAPL	66	8.90909091	6.07574566	-9.00000000	23.00000000	588.00000000	36.9146853
HRS	66	234.57575758	110.64650025	57.00000000	483.00000000	15482.00000000	12242.6480186
WKS	66	25.00000000	0.00000000	25.00000000	25.00000000	1650.00000000	0.0000000

SITE=5 GRPS=0

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	3	32.00000000	9.84885780	21.00000000	40.00000000	96.00000000	97.00000000
SEX	3	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000
RACE	3	1.00000000	0.00000000	1.00000000	1.00000000	3.00000000	0.00000000
GRDC	3	10.00000000	1.73205081	9.00000000	12.00000000	30.00000000	3.00000000
PRCAT	3	7.13333333	2.47857486	4.30000000	8.90000000	21.40000000	6.14333333
PSCAT	3	9.06666667	3.26075195	5.30000000	11.30000000	27.20000000	10.76333333
CHCAT	3	1.93333333	0.80829038	1.00000000	2.40000000	5.80000000	0.65333333
PRAPL	3	27.33333333	5.50757055	21.00000000	31.00000000	82.00000000	30.33333333
PSAPL	3	25.33333333	10.26320288	14.00000000	34.00000000	76.00000000	105.33333333
CHAPL	3	-2.00000000	5.56776436	-7.00000000	4.00000000	-6.00000000	31.00000000
HRS	3	169.66666667	27.50151511	142.00000000	197.00000000	509.00000000	756.33333333
WKS	3	39.00000000	0.00000000	39.00000000	39.00000000	117.00000000	0.00000000

TABLE III - MEAN INFORMATION BY LOCATION AND GROUP

SITE=5 GRPS=1

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	4	26.75000000	9.10585892	17.00000000	39.00000000	107.00000000	82.91666667
SEX	4	1.00000000	0.00000000	1.00000000	1.00000000	4.00000000	0.00000000
RACE	4	0.25000000	0.50000000	0.00000000	1.00000000	1.00000000	0.25000000
GRDC	4	9.25000000	1.25830574	8.00000000	11.00000000	37.00000000	1.58333333
PRCAT	4	7.22500000	1.11168041	5.70000000	8.10000000	28.90000000	1.23583333
PSCAT	4	8.30000000	1.65931713	6.30000000	9.90000000	33.20000000	2.75333333
CHCAT	4	1.07500000	0.65510813	0.50000000	1.90000000	4.30000000	0.42916667
PRAPL	4	21.75000000	4.78713554	15.00000000	26.00000000	87.00000000	22.91666667
PSAPL	4	27.25000000	4.78713554	21.00000000	31.00000000	109.00000000	22.91666667
CHAPL	4	5.50000000	3.87298335	0.00000000	9.00000000	22.00000000	15.00000000
HRS	4	66.50000000	29.28594657	47.00000000	110.00000000	266.00000000	857.66666667
WKS	4	39.00000000	0.00000000	39.00000000	39.00000000	156.00000000	0.00000000

SITE=6 GRPS=0

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	10	35.10000000	20.14640856	18.00000000	79.00000000	351.00000000	405.87777778
SEX	10	0.20000000	0.42163702	0.00000000	1.00000000	2.00000000	0.17777778
RACE	10	0.20000000	0.42163702	0.00000000	1.00000000	2.00000000	0.17777778
GRDC	10	8.00000000	1.94365063	5.00000000	10.00000000	80.00000000	3.77777778
PRCAT	10	7.41000000	0.77380733	6.20000000	8.60000000	74.10000000	0.59877778
PSCAT	10	9.10000000	2.55560386	6.60000000	13.40000000	91.00000000	6.53111111
CHCAT	10	1.69000000	2.09467579	-0.90000000	5.60000000	16.90000000	4.38766667
PRAPL	10	22.20000000	6.94102138	8.00000000	32.00000000	222.00000000	48.17777778
PSAPL	10	31.90000000	4.17532434	26.00000000	38.00000000	319.00000000	17.43333333
CHAPL	10	9.70000000	7.04035984	1.00000000	24.00000000	97.00000000	49.56666667
HRS	10	133.20000000	27.79208520	93.00000000	174.00000000	1332.00000000	772.40000000
WKS	10	27.00000000	0.00000000	27.00000000	27.00000000	270.00000000	0.00000000

SITE=6 GRPS=1

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	SUM	VARIANCE
AGE	19	33.31578947	15.44543310	17.00000000	71.00000000	633.00000000	238.56140351
SEX	19	0.26315789	0.45241393	0.00000000	1.00000000	5.00000000	0.20467836
RACE	19	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000	0.00000000
GRDC	19	6.73684211	3.26329937	2.00000000	11.00000000	128.00000000	10.64912281
PRCAT	19	6.41578947	2.14171372	2.40000000	8.80000000	121.90000000	4.58695906
PSCAT	19	8.78421053	2.95263783	3.80000000	13.50000000	166.90000000	8.71807018
CHCAT	19	2.36842105	1.32247774	0.30000000	5.10000000	45.00000000	1.74894737
PRAPL	19	26.63157895	2.75298881	21.00000000	31.00000000	506.00000000	7.57894737
PSAPL	19	33.63157895	2.65016826	30.00000000	38.00000000	639.00000000	7.02339181
CHAPL	19	7.00000000	3.01846171	3.00000000	13.00000000	133.00000000	9.11111111
HRS	19	99.05263158	35.61440670	58.00000000	162.00000000	1882.00000000	1268.38596491
WKS	19	27.00000000	0.00000000	27.00000000	27.00000000	513.00000000	0.00000000

KEY FOR TABLES I, II, and III

Site

1 = Avoyelles

2 = Beauregard

3 = East Baton Rouge

4 = Jefferson

5 = Lafayette

6 = St. Landry

Group (GRPS)

0 = Control

1 = Experimental

Sex

0 = Female

1 = Male

Race

0 = Black

1 = White

Dropout (DRP)

0 = Dropped

1 = Retained

GED

0 = Not recommended

1 = Recommended

GRDC = Grade Completed in School

PRCAT = Pretest CAT

PSCAT = Posttest CAT

PRAPL = Pretest APL

PSAPL = Posttest APL

CHCAT = Change in CAT Score

CHAPL = Change in APL Score

HRS = Hours of Attendance

WKS = Weeks in Operation

the number of participants, the more differences tend to exist. The sample size became very small when the control group was compared to the experimental group at each site.

Table I also contains information on both APL and CAT test scores. The change in test score for CAT (CHCAT) was obtained by subtracting the pretest score on CAT (PRCAT) from the posttest score on CAT (PSCAT). Similarly, the change in test score for APL (CHAPL) was obtained by subtracting pretest score on APL (PRAPL) from the posttest score on APL (PSAPL).

The average pretest score for CAT and APL for the control group was 6.4 and 21.3 respectively. Comparatively, the pretest score for CAT and APL for the experimental group was 5.2 and 18.3 respectively. It is apparent from using test scores as a criterion that the experimental group started at a lower average score than the control group. Upon termination of the program, the change in test score for the control group was 1.3 and 4.2. The change in test score for the experimental group was 2.4 and 8. Though the average score for the experimental group was below that of the control group, the change in test score was greatest for the experimental group.

The change in test score for both the control group and the experimental group was positive. Thus, there was improvement in both the control group and the experimental group. The t-test procedure of the Statistical Analysis System (SAS), 1976 version, was used on an IBM 370 148G system. This procedure was used to test the performance of the experimental group as compared to the control group. Assuming normality and independence of groups (control and experimental), an F-test was used to test for equal variance. An F-test performed on the CHCAT and CHAPL statistic revealed that in both cases the variances were common or equal at the 95 per cent level. Thus, with 95 per

cent confidence common variance existed between the control group and the experimental group using both tools of measurement. As a result, use of the pooled t-test was appropriate to test for a significant idfference between the mean test score changes in the control group and experimental group. The pooled t-test revealed that with 95 per cent confidence the mean change in CAT test score and mean change in APL test score for the experimental group was significantly different from that of the control group.

Analysis of variance revealed the same results as presented above. The procedure also revealed a significant difference at the .05 level of significance between each site. The t-test was inconclusive when analyzing the control group versus the experimental group at each site. Due to a small sample size, the test could not be reliable. Analysis of variance revealed no significant difference between control group and experimental group on a site by site basis. A possible explanation could be the small sample size.

A correlation and regression analysis was performed in an attempt to discern any relevant information. Correlation analysis revealed very little other than that expected. Of course, changes in test scores were correlated with test scores, and GED recommendations were correlated with posttest scores and changes in test scores. A composite correlation analysis revealed that the greater the age the lower the grade completed at the time the participant entered the program. Regression analysis was performed to establish a relationship, if any, between change in test score and the number of hours studied and the duration in weeks of the program. The regression analysis revealed that no simple linear relationship existed. (That is not to say that some relationship does not exist. A polynomial or curvi-linear as well as multiple variable relationship may exist, but this was not within the scope of the present study.)

Subsequent analysis was performed on a statistic developed to account for the number of hours studied. The statistic was computed by dividing the change in test scores (APL and CAT) by the number of hours studied. A t-test analysis revealed that the change in test score for CAT per hour studied in the control group was significantly different with 95 per cent confidence from that of the experimental group. However, the APL instrument revealed no such significant difference at the .05 level. Thus, based upon the CAT statistic, the experimental group out performed the control group. The APL statistic did not support the out performance statement. Analysis of variance revealed similar results as those presented. Correlation and regression analysis revealed no significant results.

DROPOUT AND RETENTION DATA

Another purpose of the study was to reveal dropout and retention data. Table IV presents all collected data relevant to the number of dropouts. The total number of participants in the program was 226. Of these, there were 73 dropouts. The retention rate on the whole was 68 per cent and the dropout rate was 32 per cent. The control group retention rate was 63 per cent while that of the experimental group was 71 per cent. Table IV yields dropout and retention rates for group, site, and group and site data.

SUBJECTIVE EVALUATION

Subjective evaluation of the APL program was accomplished through supervisor, teacher, and student ratings of the site programs. Additional information was reported in narratives by site (see Chapter 5). Respondents were six teachers, six supervisors, and seventy-two students. Percentages

TABLE IV

RETENTION AND DROPOUT RATES

	Total	Retention	%	Dropout	%
Control Group	91	57	63	34	37
Experiment Group	135	96	71	39	29
Composite	226	153	68	73	32
Site 1 Avoyelles	24	10	42	14	58
Site 2 Beauregard	16	11	69	5	31
Site 3 Baton Rouge	29	13	45	16	55
Site 4 Jefferson	90	80	89	10	11
Site 5 Lafayette	22	9	41	13	59
Site 6 St. Landry	45	30	67	15	33
Site 1 Control	11	6	55	5	45
Experiment	13	4	31	9	69
Site 2 Control	8	6	75	2	25
Experiment	8	5	63	3	37
Site 3 Control	20	9	45	11	55
Experiment	9	4	44	5	56
Site 4 Control	24	21	88	3	12
Experiment	66	59	89	7	11
Site 5 Control	10	5	50	5	50
Experiment	12	4	33	8	67
Site 6 Control	18	10	56	8	44
Experiment	27	20	74	7	26

of ratings may be reviewed in the appendix.

Reports from the site evaluations revealed an overall favorable attitude toward the APL materials. Many of the difficulties that arose were site-related or due to the late arrival of materials rather than difficulties with material content.

In general, teachers felt that APL materials should be incorporated with a skills-based approach in a more individualized setting for the student preparing for the GED. Some of the students lacked the academic skills needed to fully benefit from the APL material. The APL material was enjoyed by the students because of the provision made for meeting basic daily needs of the adult learner.

Students, teachers, and supervisors rated the APL Survey . Of the student responding, 95 per cent felt that the Survey really measured what they knew. Thirty-three per cent of the teachers gave the Survey a general rating of "good", 34 per cent "very good", and 33 per cent "excellent". Fifty per cent of the supervisors rated the Survey "very good", while 50 per cent rated it "excellent".

In reporting preference of programs, 39 per cent of the students would prefer to attend an APL class, 31 per cent would prefer the traditional adult education class, and 30 per cent would prefer a combination class. The greatest percentage of teachers (66 percent) would prefer to work with a combination class, with 17 percent favoring APL and 17 percent favoring a combination of approaches. Supervisors would prefer to work with either a traditional adult education class or a combined class.

In each case, 67 percent of teachers and supervisors felt that APL was more relevant to adult student needs than a skills-based approach.

CHAPTER 5

DISCUSSION OF DATA FOR INDIVIDUAL SITES

A discussion of the data for the APL approach is presented below by sites. The information was reported by instructors at each site.

AVOYELLES PARISH

Thirteen students originally enrolled in the experimental class. However, only four useable scores were obtained.

The four students enrolled in the experimental group had an average score of 6.4 on the California Achievement Test. The post-CAT score average was 10.5, reflecting an upgrade average of 4.0 grade levels.

The Adult Performance Level (APL) Survey was also administered to the four enrollees. Prior to instruction, three rated below average and one average on the APL Survey. With an average of 320 hours of instruction the posttest scores revealed that one student was below average and three ranked average.

Of the thirteen original enrollees, nine discontinued the program. This heavy drop-out rate seemed to be due to the high motivation of the students toward GED completion and their inability to correlate APL instruction with that goal. Additionally, APL instruction as a group activity was poorly received due to the students' previous experience with traditional individual instruction.

The primary advantage of using the APL curriculum was student interest in the material. They quickly realized the relevancy of the APL assignment. Students felt more competent in an individual program, so the course was

tailored that way. They enjoyed doing "homework" assignments, which helped free class time for more troublesome problems. All of the enrollees enjoyed reading the small pamphlets on everyday living.

The outstanding disadvantage of using the APL curriculum was the necessity for group sessions dealing with objectives. The students didn't like group meetings and specific hours of attendance. Some students were already competent with many of the objectives covered in the study; however, it varied with each student. They felt it a waste of time and two students dropped out because of this reason. One of the dropouts returned when the group went to an individualized program. Some students hesitated getting into the program because they were not certain it would help them qualify for the GED by scoring a 13.0 grade level on the California Achievement Test. The APL curriculum did not allow sufficiently for differences in student ability. Two non-readers dropped out because they couldn't get enough attention in the group setting. Some objectives took too long to complete - students saw this as a waste of time. One student dropped out because she was embarrassed by her poor vocabulary in group discussion. She re-entered in the individualized program.

No outstanding pattern emerged in reference to subject matter preference. The students enjoyed the wide variety of subject matter.

The instructor of the experimental group felt competent teaching most of the objectives. He did feel a need for more materials in order to do a better job, especially in the objectives pertaining to urban living. Some of the objectives did not apply to a rural area like Avoyelles Parish. The occupational knowledge objectives were more suited to urban living. Community resources was also difficult to teach in a rural setting.

The instructor did make use of instructional modules provided by the University of Texas, and they were well received by the students.

The content of the APL program was very good; however, the method of teaching in a structured situation did not seem to work. Using the individualized approach, with more consumable materials , the APL curriculum could be a boost to adult education in Avoyelles Parish.

BEAUREGARD PARISH

Eight students initially enrolled in the Beauregard site. Five of them completed both the pre and posttests.

The average skills level of the experimental group as measured on the California Achievement Test was a 5.7 at the time of enrollment. The final score of 7.7 reflected an upgrading of 1.9 grade levels for the 80.6 hours of class attendance.

Six students took the APL Survey pretest. Three students scored average and three students scored below average. Five students took the APL Survey posttest. Three of them progressed from below average to average.

The instructor attributed the high attrition rate to illness among the class memebers rather than disinterest in the APL curriculum. In fact, the five students who completed the project inquired about continuing their APL studies next year.

All the class members in the APL Pilot Study of Beauregard Parish had been enrolled previously in the Learning Center . Progress made there had been slow and they had expressed an interest in learning skills they could use daily.

Specific circumstances that might have had some effect on the study at

this site are as follows:

1) Monday proved to be an unsatisfactory meeting day, as attested to by the attendance record.
2) The teacher originally employed for the APL class was relocated after two months of participation in the project. The replacement taught approximately one month, and a certified teacher who had served as an aide from the beginning of the program completed the year as class instructor.

The APL curriculum provided instruction in areas of very basic daily needs not included in a regular adult curriculum; i. e. , comparison shopping, consumer economics, sources of employment, etc. Objectives from all of the five APL areas were taught. Selections of the objectives to be used was determined by the learners needs as profiled on the Adult Performance Level Survey. Thirteen objectives in consumer economics were taught, four in occupational knowledge, four in health, three in community resources, and four in government and law. Adequate materials were available for teaching all these objectives. There was a definite relationship between occupations and areas of interest. Since all students were homemakers and had experienced a need for consumer economics, this was the area of highest interest.

With adequate material available, competency was felt in teaching most APL objectives. The areas of health and consumer economics were the most comfortable to teach while government and law was the least comfortable. Excellent sources for collection of APL materials exist through the services offered by local utility companies, the Parish Health Unity, County Agent's Office, parish library, current publications and newspaper articles. Material

were also available at the Adult Learning Center and from modules purchased through the University of Texas, which provided direction, ideas, organization and very inclusive information. Prior to receiving modules, collecting material was very time consuming and teaching was disorganized. With experience in the APL program, a teacher can use the modules and other available materials to devise a personalized instructional program based on needs for coping in the learner's own environment.

The APL Curriculum did not provide enough emphasis on basic skills necessary for the daily living needs of the extremely low-level students. Students working toward their GED felt that the APL Curriculum did not provide them with enough academic skills to meet Louisiana's GED Testing requirements.

It is felt that Louisiana's Adult Education Program can improve the quality of education for the adult student by incorporating the APL objectives into its academic curriculum. Objectives and materials lend themselves well to the basic program, but more correlation between academic activities and APL objectives needs to be devised for the GED preparation student who is studying on a junior high or high school level. Our high school and GED graduates should also have available a curriculum which would include APL objectives, and a functional level of competency in the APL areas should be attained.

The class originally consisted of nine students. Five were listed as dropouts.

EAST BATON ROUGE PARISH

The results of the CAT pre and post-tests for the experimental group

were 5.5 and 6.3, giving an upgrading score of .8.

Of the nine students participating, four were pre and post-tested with the APL Survey. The pre scores showed three below average and one average. The post survey scores indicated three average and one above average.

The students in the East Baton Rouge Parish experimental group simply did not have the basic language and mathematical skills necessary for them to benefit greatly from some of the module activities. This was especially true with activities requiring reading and performing independently. As a result, information and instructions that were designed to give needed reading practice had to be read to the students. When modules required figuring or other mathematical skills, it was discovered that the students' needs went back as far as learning the multiplication tables.

The materials used in the program proved to be adequate in alignment with the prescribed objectives. The students in this particular APL class had a very limited background of experiences and abilities.

While there appeared to be no obvious patterns in APL [illegible]s, the areas that the participants seemed to prefer were health, consume[illegible]ics, and community resources.

There was no lack of competence felt in teaching most of the APL objectives. The least amount of competence acknowledged by the instructor was with the objectives in the area of government and law.

Prior to February of 1977, one module was available with which to work. Consequently, classroom activities during that period stemmed from brochures and materials collected to meet suggested activities in the Tech Curriculum Guide. However, additional modules were provided after February, and classroom activities were taken exclusively from these modules after that time.

A conclusion drawn was that the modules used were very good and helpful to the class as they provided orgainization and information.

Favorable consideration should be given to a program which would include a combination of both APL and the individually prescribed instructional adult program.

JEFFERSON PARISH

The sixty-six students enrolled in the experimental group had an average score of 4.7 on the California Achievement Test. Those posttested had an average of 7.2, reflecting an upgrading score of 2.5 grade levels:

Of the sixty-six students initially participating, sixty-one had a pre-APL Survey score of below average and five had average scores. The post-APL Survey indicated twenty-six below average, thirty-three average, and seven below average.

Of the original students enrolled, only six discontinued. This was due to students' entering trade schools or for employment.

The advantages seen in using the APL curriculum were that it gave many suggestions and covered every aspect of the objectives; but the curriculum had to be rearranged so as to cover skills in sequence, e. g. teaching fractions and decimals before percent.

The adults seemed to have preferred the general knowledge areas of health and consumer economics.

The instructor felt competent in teaching most of the APL objectives. The least comfortable area to teach was government and law. The most comfortable was health.

Although the APL modules were not available for use as was originally

projected, an analysis was made between the APL program and the regular adult program. Teacher-made materials were used until the APL modules arrived.

It is recommended from this site that as long as the CAT is the criterion for the GED, APL should be secondary and not primary.

LAFAYETTE PARISH

Twelve students were initially enrolled in the Lafayette experimental group.

An average score of 7.2 was achieved on the California Achievement Test by the four students who remained in the class. Of the four students who were posttested, an average score of 8.3 was obtained. An average upgrade level of 1.0 was reflected in the scores.

Ten students were given the Adult Performance Level Survey. On the pretest, four of the students scored in the average range and six scored below average. Of the four students post-testing, three scored in the average range and one in the below average category. Individual results were as follows:

1) One student scored exactly the same number of points as he had on the pretest.
2) One student moved from below average to average.
3) Two students remained in the original range scored, but both had an increase in the number of points scored within the range. One student had an increase of several points, the other nine points.

Four of the twelve enrollees completed the entire program of instruction.

According to the instructor, poor attendance proved to be the most serious problem in relation to the project. Factors involved in the heavy drop-out rate were as follows:

1) classes being held on consecutive nights,

2) working hours, and

3) extreme weather conditions.

Another circumstance possibly affecting the study, as indicated by the instructor, was that this particular group seemed to be extremely lacking in background experiences as related to APL general knowledge areas.

ST. LANDRY PARISH

The upgrading of the St. Landry experimental group was 2.4 grade levels based on a pretest average of 6.4 and a posttest average of 8.7. All scores for measuring the skills advancement were derived from the California Achievement Test.

Twenty-six students were pretested on the APL Survey. Four students scored below average and twenty-two students surveyed were average. All of the students who posttested showed improvement with half scoring average and half above average.

Half of the students who dropped out of class did so because of a change in their working hours. Three students completed requirements for the GED test. The instructor attributed the high performance level and low attrition rate to the students' interest in learning skills which they could use daily and their participation in providing material they wanted to learn.

All class members in the St. Landry experimental group reside in a rural area and had expressed an interest in learning skills they could use

daily. They have shown interest in the areas which were taught and often brought supplementary material to share with the other members of the class.

APL provided materials in areas of basic daily needs which are a part of the traditional Adult Education curriculum. The following APL objectives have been taught, and the materials for each were found to be adequate: sixteen in consumer economics, five in occupational knowledge, five in health, seven in community resources, and four in government and law. The APL area that St. Landry Parish students preferred most was consumer economics. It was the area that they felt could be used most readily and was of the most benefit to them.

With adequate supplementary material available, a competent teaching of APL objectives can be achieved. The government and law objectives were the least easy to teach because of the limited materials in the community. The consumer economics objectives were the easiest to teach because of student interest and the availability of materials.

The APL Curriculum provided the knowledge needed for coping daily, but did not incorporate enough basic skills to make it possible for students to use this knowledge easily.

An analysis between the APL program and the regular program was made. The APL program and the modules from the University of Texas provided the students with materials for which they see an immediate need and also a change of class pace. They felt as though they were learning something more than in the regular classroom because they could bring their problems into class.

It is recommended from this site that the basic skills used in the traditional classes be incorporated into the APL Curriculum so that students

will have the knowledge needed to cope daily with community life, as well as basic academic skills.

CHAPTER 6

SUMMARY AND CONCLUSIONS

A structured, comparative study of experimental and control groups of adult education programs in selected sites in Louisiana was initiated to compare the credibility of APL competency-based instructional programs with traditional adult education instructional activities. Six sites participated in the final statistical study.

A t-test revealed, at the .05 level of significance, that there was a significant difference between the average change in test scores for both the control and the experimental group, on both the CAT and APL test scores. The average change in CAT test score was 1.38 for the control group and 2.40 for the experimental group. The average change in APL test score for the control group was 4.29 and 8.00 for the experimental group. Since the mean change in test score, APL and CAT, was greater in the experimental group, then it follows that the experimental group out performed the control group. A normal distribution was assumed for test purposes.

The conclusion was also supported by an analysis of variance procedure on the control group and experimental group. In addition the procedure revealed at the .05 level of significance a difference between average change in test scores between each site.

Correlation analysis revealed no significant relationships except those expected. Changes in test scores were correlated with posttest scores.

A simple linear regression analysis revealed no significant functional relationship between change in test score and the number of hours studied.

(This does not mean that a relationship does not exist. A polynomial or curvi-linear regression analysis was not employed.)

Upon analysis of change in test score per hour studied, a significant difference at the .05 level for CAT was determined. However, the relationship was not prevelent for the APL score. Analysis of variance also supported this conclusion.

A dropout rate of 37 per cent for the control group and 29 per cent for the experimental group revealed a greater dropout rate for the control group.

Reports from site teachers, supervisors, and students revealed an overall favorable attitude toward the APL materials. It was generally felt by the teachers that APL materials should be incorporated with a skills-based approach in a more individualized setting for the student preparing for the GED. Some of the students lacked the academic skills needed to fully benefit from the APL material. The material content was enjoyed by most of the students because of the provision made for meeting their basic daily needs.

The evaluation also indicated a general favorable rating of the APL Survey.

CHAPTER 7

RECOMMENDATIONS

1. The study could be expanded to include the adult student functioning at the secondary level. The study could be conducted using GED students in an alternative program.
2. A similar study could be conducted with a more representative sample in order to make inferences about the population.
3. Adult education programs could consider the potential benefits of APL Curriculum, if not as a replacement for traditional curriculum, then as a supplement to it.
4. An APL awareness workshop should be developed and conducted throughout the state.
5. The APL Tech Curriculum Guide should be revised to include page numbers, table of contents, and possible correlation with other programs.
6. The Louisiana APL Project results as presented in this report should be disseminated to Adult Education State Directors.

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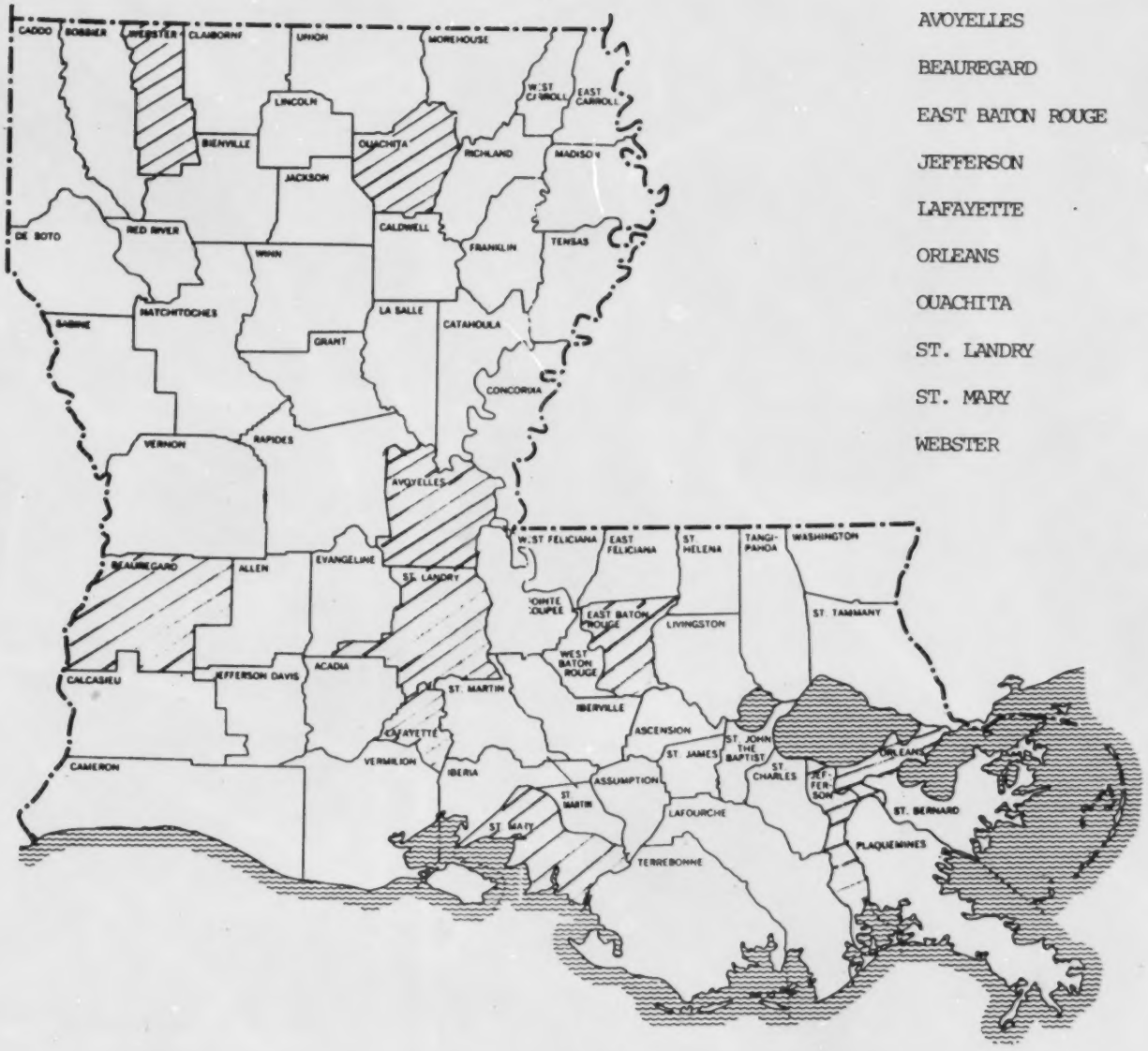
APPENDIX

GEOGRAPHIC LOCATION OF SITES



AVOYELLES

BEAUREGARD

EAST BATON ROUGE

JEFFERSON

LAFAYETTE

ORLEANS

OUACHITA

ST. LANDRY

ST. MARY

WEBSTER

APL PROJECT STAFF

From left, Mr. P. O. Wailes, Mrs. Nerissa Bryant, Mr. George Bertrand, State Director of Adult Education, Mrs. Phyllis Martin, Dr. Sam V. Dauzat, APL Project Director.

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

ADULT EDUCATION SECTION

PERSONAL INFORMATION FORM[1]

FISCAL YEAR

NAME OF PARISH OR CITY SCHOOL SYSTEM				YOUR NAME		
Louisiana Tech University				Dr. Sam F. DAuzat		
NAME OF SCHOOL WHERE ADULT EDUCATION CLASS IS HELD				YOUR ADDRESS		
"does not apply"				College of Ed., La. Tech Univ., Ruston, La.		
DATE OF BIRTH	AGE	SEX	RACE	HOME PHONE	OFFICE PHONE	SOCIAL SECURITY NUMBER
Nov. 7, 1942	34	M	W	255-4658	257-3446	436-58-7331

MARITAL STATUS: [X] MARRIED [ ] SINGLE [ ] DIVORCED [ ] WIDOWED

ADULT EDUCATION STATUS: [ ] FULL TIME [ ] PART TIME

FULL TIME OCCUPATION: College Teacher

COLLEGE DEGREES HELD

COLLEGE OR UNIVERSITY ATTENDED	DATES	DEGREE	MAJOR SUBJECT	MINOR SUBJECT
Northwestern State University	1960-64	B.A.	Elementary Ed.	
Northwestern State University	1964-66	M.A.	Elementary Ed.	
University of Mississippi	1966-68	Ed. D.	Elementary Ed.	Reading

ADULT EDUCATION EXPERIENCE[2]

EMPLOYER AND LOCATION	POSITION	DATES	TYPE OF CLASS AND PROGRAM
U. of Miss - Reading Center	Teacher-Adult Reading	1966-68	Reading Center
Louisiana Tech University	Assoc. Professor	1968	Teacher Training

ADULT EDUCATION TRAINING[3]

SPONSORING AGENCY OR INSTITUTION	LENGTH AND TYPE OF TRAINING PROGRAM	CREDIT RECEIVED OR HOURS ATTENDED
Adult Basic Education	1-week workshop	"none"
Committee of I.R.A.	current	"none"
Louisiana Tech University	Graduate Courses-Adult Education	6 graduate hours
Committee of NAPCAE	current	"none"
LAPCAE Board of Directors	current	"none"

ADULT EDUCATION SPECIALTY

LIST YOUR AREA(S) OF SPECIALTY IN ADULT EDUCATION (MATH, READING, SUPERVISION, TEACHER-TRAINING, ETC.)

Teacher-Training-Reading-Diagnostic-Prescriptive

INDICATE GRADE LEVEL(S) OF INSTRUCTION IN WHICH YOU SPECIALIZE

[ ] LEVEL 0-3 [ ] LEVEL 4-6 [ ] LEVEL 7-8 [ ] LEVEL 9-12 [X] COMBINATION

BRIEFLY INDICATE YOUR MAJOR AREA(S) OF NEED OR SPECIAL PROBLEM(S) YOU WOULD LIKE TO RECEIVE TRAINING IN

"does not apply"

INSTRUCTIONS

1. Please fill in all information requested. For questions that do not apply, indicate with "none" or "does not apply."
2. Indicate position as teacher, paraprofessional, supervisor, co-ordinator, principal, teacher-trainer, consultant, etc. If position was instructional, indicate grade level and type of class. For other positions, indicate nature of duties and type of program (ABE, WIN, 252, etc.).
3. List any state, regional, or national workshops or institutes attended and any adult education graduate courses taken by course number, number hours credit received, length of program and name of sponsoring college or university. Write "none" for those programs attended in which no credit was received. You need list local parish in-service or pre-service workshops but one time with the total hours attended. Example - Jefferson Parish School Board - 6 three hour workshops-18 total hours.

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

ADULT EDUCATION SECTION

PERSONNEL INFORMATION FORM[1]

DE 504 FISCAL YEAR

NAME OF PARISH OR CITY SCHOOL SYSTEM				YOUR NAME		
Ouachita				Nerissa Bryant		
NAME OF SCHOOL WHERE ADULT EDUCATION CLASS IS HELD				YOUR ADDRESS		
Northeast Louisiana Learning Center				1509 Fairview Monroe, Louisiana 71201		
DATE OF BIRTH	AGE	SEX	RACE	HOME PHONE	OFFICE PHONE	SOCIAL SECURITY NUMBER
10-6-47	29	F	Cau	322-3443		435-66-2600

MARITAL STATUS	ADULT EDUCATION STATUS	FULL TIME OCCUPATION
[X] MARRIED [ ] SINGLE [ ] DIVORCED [ ] WIDOWED	[X] FULL TIME [ ] PART TIME	Adult Education

COLLEGE DEGREES HELD

COLLEGE OR UNIVERSITY ATTENDED	DATES	DEGREE	MAJOR SUBJECT	MINOR SUBJECT
Louisiana Tech University	1965-69	B.A.	Social Studies	Speech
Northeast Louisiana University	1972-73	M.A.	Reading	

ADULT EDUCATION EXPERIENCE[2]

EMPLOYER AND LOCATION	POSITION	DATES	TYPE OF CLASS AND PROGRAM
Ouachita Parish School Board	Teacher	1972-76	ABE and 43

ADULT EDUCATION TRAINING[3]

SPONSORING AGENCY OR INSTITUTION	LENGTH AND TYPE OF TRAINING PROGRAM	CREDIT RECEIVED OR HOURS ATTENDED
USL	1 week- Staff Development	1
Louisiana Tech University	Center-based Approach	3

ADULT EDUCATION SPECIALTY

LIST YOUR AREA(S) OF SPECIALTY IN ADULT EDUCATION (MATH, READING, SUPERVISION, TEACHER-TRAINING, ETC.)

All

INDICATE GRADE LEVEL(S) OF INSTRUCTION IN WHICH YOU SPECIALIZE

[X] LEVEL 0-3 [X] LEVEL 4-6 [X] LEVEL 7-8 [X] LEVEL 9-12 [X] COMBINATION

BRIEFLY INDICATE YOUR MAJOR AREA(S) OF NEED OR SPECIAL PROBLEM(S) YOU WOULD LIKE TO RECEIVE TRAINING IN

INSTRUCTIONS

1. Please fill in all information requested. For questions that do not apply, indicate with "none" or "does not apply."
2. Indicate position as teacher, paraprofessional, supervisor, co-ordinator, principal, teacher-trainer, consultant, etc. If position was instructional, indicate grade level and type of class. For other positions, indicate nature of duties and type of program (ABE, WIN, 252, etc.).
3. List any state, regional, or national workshops or institutes attended and any adult education graduate courses taken by course number, number hours credit received, length of program and name of sponsoring college or university. Write "none" for those programs attended in which no credit was received. You need list local parish in-service or pre-service workshops but one time with the total hours attended. Example - Jefferson Parish School Board - 6 three hour workshops-18 total hours.

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

ADULT EDUCATION SECTION

DE 504 — PERSONNEL INFORMATION FORM[1] — FISCAL YEAR

NAME OF PARISH OR CITY SCHOOL SYSTEM				YOUR NAME		
Beauregard Parish				Phyllis Martin		
NAME OF SCHOOL WHERE ADULT EDUCATION CLASS IS HELD				YOUR ADDRESS		
Beauregard Adult Learning Center				47 Parkview - DeRidder, Louisiana 70634		
DATE OF BIRTH	AGE	SEX	RACE	HOME PHONE	OFFICE PHONE	SOCIAL SECURITY NUMBER
12-4-42	33	F	Cau	463-8129	463-5338	441-44-9146

MARITAL STATUS: [X] MARRIED [ ] SINGLE [ ] DIVORCED [ ] WIDOWED

ADULT EDUCATION STATUS: [ ] FULL TIME [ ] PART TIME

FULL TIME OCCUPATION: Teacher & Coordinator of Center

COLLEGE DEGREES HELD

COLLEGE OR UNIVERSITY ATTENDED	DATES	DEGREE	MAJOR SUBJECT	MINOR SUBJECT
Oklahoma State University	1960-64	B.S	English	Speech

ADULT EDUCATION EXPERIENCE[2]

EMPLOYER AND LOCATION	POSITION	DATES	TYPE OF CLASS AND PROGRAM
~~Beauregard~~ Adult Learning Center	Teacher	1973 -	Individualized GED Preparation

ADULT EDUCATION TRAINING[3]

SPONSORING AGENCY OR INSTITUTION	LENGTH AND TYPE OF TRAINING PROGRAM	CREDIT RECEIVED OR HOURS ATTENDED
Louisiana Tech University	2 weeks - Center-based Workshop	3
Louisiana Tech University	APL Curriculum	3
McNeese State University	1 semester	3

ADULT EDUCATION SPECIALTY

LIST YOUR AREA(S) OF SPECIALTY IN ADULT EDUCATION (MATH, READING, SUPERVISION, TEACHER-TRAINING, ETC.)

Prescriptions and Supervision

INDICATE GRADE LEVEL(S) OF INSTRUCTION IN WHICH YOU SPECIALIZE

[ ] LEVEL 0-3 [ ] LEVEL 4-6 [X] LEVEL 7-8 [X] LEVEL 9-12 [ ] COMBINATION

BRIEFLY INDICATE YOUR MAJOR AREA(S) OF NEED OR SPECIAL PROBLEM(S) YOU WOULD LIKE TO RECEIVE TRAINING IN

Basic Reading Techniques for the Adult Learner

INSTRUCTIONS

1. Please fill in all information requested. For questions that do not apply, indicate with "none" or "does not apply."
2. Indicate position as teacher, paraprofessional, supervisor, co-ordinator, principal, teacher-trainer, consultant, etc. If position was instructional, indicate grade level and type of class. For other positions, indicate nature of duties and type of program (ABE, Win, 252, etc.).
3. List any state, regional, or national workshops or institutes attended and any adult education graduate courses taken by course number, number hours credit received, length of program and name of sponsoring college or university. Write "none" for those programs attended in which no credit was received. You need list local parish in-service or pre-service workshops but one time with the total hours attended. Example - Jefferson Parish School Board - 6 three hour workshops-18 total hours.

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

ADULT EDUCATION SECTION

DE 504 — PERSONNEL INFORMATION FORM[1] — FISCAL YEAR

NAME OF PARISH OR CITY SCHOOL SYSTEM				YOUR NAME		
East Baton Rouge				Prince O. Wailes, III		
NAME OF SCHOOL WHERE ADULT EDUCATION CLASS IS HELD				YOUR ADDRESS		
South Scotlandville ALC				8001 Jefferson Hwy, Baton Rouge, La. 70809		
DATE OF BIRTH	AGE	SEX	RACE	HOME PHONE	OFFICE PHONE	SOCIAL SECURITY NUMBER
8-25-37	39	M	B	923-2511	744-7640	439-60-9697

MARITAL STATUS: ☐ MARRIED ☒ SINGLE ☐ DIVORCED ☐ WIDOWED

ADULT EDUCATION STATUS: ☐ FULL TIME ☒ PART TIME

FULL TIME OCCUPATION: Juvenile Continuing Ed. Special

Ages 12-15

COLLEGE DEGREES HELD

COLLEGE OR UNIVERSITY ATTENDED	DATES	DEGREE	MAJOR SUBJECT	MINOR SUBJECT
Southern University	1955-59	B.A.	Elementary Ed.	
Southern University	1970-72	M.A.	Education	

ADULT EDUCATION EXPERIENCE[2]

EMPLOYER AND LOCATION	POSITION	DATES	TYPE OF CLASS AND PROGRAM
E. B.R. North Scotlandville School	Adult Teacher	1961-70	classroom
E.B.R. Northwestern Min-Center	Adult Specialist	1970-73	later classroon/learning ctr.
E.B.R. Valley Park Cont. Ed.	Adult Learning Specialist		learning center
E.B.R. Ryan Parish Prison	Adult Learning Specialist	1973-74	learning center
E.B.R Rosenwald Cont. Ed. Center	Adult Learning Specialist	1974-present	learning center
South Scotlandville Adult Learning Center	" "	1976-present	learning center

ADULT EDUCATION TRAINING[3]

SPONSORING AGENCY OR INSTITUTION	LENGTH AND TYPE OF TRAINING PROGRAM	CREDIT RECEIVED OR HOURS ATTENDED
State Department of Education	1 week ABE	13 hours
Louisiana Tech University	APL Curriculum Development	3 hours
Valley Park Cont. Ed. Center	4 weeks - Learning Specialist	
University of Texas at Austin	APL Curriculum Development	3 hours
University of Texas at Austin Several others	APL Curriculum	2 days

ADULT EDUCATION SPECIALTY

LIST YOUR AREA(S) OF SPECIALTY IN ADULT EDUCATION (MATH, READING, SUPERVISION, TEACHER-TRAINING, ETC.)

All-Learning Center

INDICATE GRADE LEVEL(S) OF INSTRUCTION IN WHICH YOU SPECIALIZE

☐ LEVEL 0-3 ☒ LEVEL 4-6 ☒ LEVEL 7-8 ☒ LEVEL 9-12 ☒ COMBINATION

BRIEFLY INDICATE YOUR MAJOR AREA(S) OF NEED OR SPECIAL PROBLEM(S) YOU WOULD LIKE TO RECEIVE TRAINING IN

INSTRUCTIONS

1. Please fill in all information requested. For questions that do not apply, indicate with "none" or "does not apply."
2. Indicate position as teacher, paraprofessional, supervisor, co-ordinator, principal, teacher-trainer, consultant, etc. If position was instructional, indicate grade level and type of class. For other positions, indicate nature of duties and type of program (ABE, win, 252, etc.).
3. List any state, regional, or national workshops or institutes attended and any adult education graduate courses taken by course number, number hours credit received, length of program and name of sponsoring college or university. Write "none" for those programs attended in which no credit was received. You need list local parish in-service or pre-service workshops but one time with the total hours attended. Example - Jefferson Parish School Board - 6 three hour workshops-18 total hours.

APL PROJECT PARTICIPANTS

NAMES AND ADDRESSES OF PROJECT
STAFF AND PARTICIPANTS

Project Director

Dr. Sam V. Dauzat
College of Education
Louisiana Tech University
Ruston, Louisiana 71272

Project Staff

Mrs. Nerissa Bryant
1509 Fairview
Monroe, La. 71201

Mrs. Phyllis Martin
47 Parkview
DeRidder, La. 70634

Mr. Prince O. Wailes, III
8001 Jefferson Hwy.
Baton Rouge, La. 70809

Project Participants

Supervisor	Teacher
1. Avoyelles Mr. Adam E. Desselle 201 Tunica Drive W. Marksville, La. 71851	Mr. Albin M. Lemoine, Jr. P. O. Box 156 Cottonport, La. 71327
2. Beauregard Mr. Ervin Johnson P. O. Drawer 152 DeRidder, La. 70634	Mrs. Lloydell Mullican 187 Lucuis Drive DeRidder, La. 70634
3. East Baton Rouge Dr. Carl D. Spears 2928 College Drive Baton Rouge, La. 70807	Mrs. Callie L. Hughes 1770-77th Avenue Baton Rouge, La. 70807
4. Jefferson Mr. Jimmy W. Ellis 136 Cottonwood Drive Gretna, La. 70053	Mrs. Doris T. Saddler 108 Kennedy Drive Gretna, La. 70053
5. Lafayette Mr. Robert M. Arceneaux Rt. 2, Box 65 Lafayette, La. 70502	Mrs. Suellen A. Marcotte 106 E. Penny Lafayette, La. 70502

6. Orleans

Mr. Charles J. Kilbert
4307 Hollygrove Street
New Orleans, La. 70125

Mr. Samuel C. Johnson
7907 Fig Street
New Orleans, La. 70125

7. Ouachita

Mr. Loy D. Hedgepeth
501 South Grand
Monroe, La. 71201

Mrs. Nerissa Bryant
1509 Fairview
Monroe, La. 71270

8. St. Landry

Mr. Charles P. Loeb, Jr.
P. O. Box 301
Opelousas, La. 70570

Mrs. Martha Cravins Wilhite
P. O. Box 224
Lawtell, La. 70550

9. St. Mary

Mr. Wilton M. Sharkey
901 Hickory
Morgan City, La. 70380

Mrs. Betty N. Grow
31 Sunset Street
Morgan City, La. 70380

10. Webster

Mr. Harold Bartlett
1103 Madison Street
Minden, La. 71055

Mr. Gary S. Holloway
301 Hardy Street
Minden, La. 71055

NOTE—PARISH OFFICE

Attach one copy from each teacher to reimbursement request of month class was closed or terminated. Withhold last pay check to teacher unless this report is attached to teacher's last payroll report of the year to parish office.

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

DIVISION OF COMMUNITY SERVICES

ADULT EDUCATION BUREAU

BATON ROUGE, LOUISIANA

NOTE TO TEACHER

Separate reports must be submitted for ABE students and Act 252 students.

Attach two copies of this report to your last payroll report to superintendent's office for the year or when the class is terminated.

ABE

DE 503-A (REV. 1/76)

TEACHERS' ANNUAL EVALUATION REPORT—FISCAL YEAR 19 -19

PARISH_____ SCHOOL_____ CLASS NO _____ TOTAL ENROLLMENT THIS FISCAL YEAR _____

LIST OF STUDENTS LIST ALL THOSE WHO ENROLLED DURING THE YEAR REGARDLESS OF THE NUMBER OF HOURS OF ATTENDANCE	AGE (2)	SEX (3)	RACE (4)	HIGHEST GRADE COMPLETED IN REGULAR DAY SCHOOL (5)	OVERALL GRADE ON INITIAL TEST THIS YEAR OR GRADE OF LAST YEAR'S FINAL TEST (6)	OVERALL GRADE ON FINAL TEST FOR THE YEAR (7)	GRADES ELEVATED THIS YEAR** (8)	HOURS OF CLASS ATTENDANCE FOR THE YEAR (9)	CHECK THOSE WHO DISCONTINUED DURING YEAR INDICATE REASON ON BACK *** (10)	CHECK THOSE WHO WERE RECOMMENDED TO TAKE G E D TEST DURING OR AT END OF COURSE (11)	CHECK THOSE WHO COMPLETED THE 8TH GRADE LEVEL (12)	CHECK THOSE ISSUED UPGRADING CERTIFICATE (13)
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
TOTALS												
AVERAGES									XXXX	XXXX	XXXX	XXXX

* SHOW GRADE GIVEN ON APPLICATION FOR ADMITTANCE TO CLASS – USE (0) FOR ILLITERATES (NON READERS)

** COLUMN 8 IS DETERMINED BY SUBTRACTING COLUMN 6 FROM COLUMN 7

*** INDICATE THOSE WHO COMPLETED THE 8TH GRADE OR WHO WERE RECOMMENDED TO TAKE THE GED TEST

NOTE TO TEACHER – ALL INFORMATION MAY BE TAKEN FROM FORM DE 505 INDIVIDUAL STUDENT FIVE-YEAR RECORD. LEAVE NO COLUMNS BLANK – IF INFORMATION NOT AVAILABLE WRITE (NONE) OR (UNKNOWN)

(OVER)

TEACHER'S NAME _____

MAILING ADDRESS _____

APPROVED _____
PARISH SUPERVISOR OF ADULT EDUCATION

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

ADULT EDUCATION PROGRAM

DE 505

INDIVIDUAL STUDENT FIVE-YEAR PERMANENT RECORD

NAME OF PARISH	NAME OF TEACHER
NAME OF SCHOOL	ADDRESS
FAMILY NAME (MR MISS MRS) FIRST INITIAL	MAIDEN NAME (IF MARRIED)
ADDRESS	DATE OF BIRTH / AGE / RACE
CITY & STATE	PHONE NUMBER / MARITAL STATUS ☐ Married ☐ Single ☐ Divorced
SCHOOL LAST ATTENDED PRIOR TO ADULT EDUCATION ENROLLMENT / YEAR / HIGHEST GRADE COMPLETED / OCCUPATION	

ATTENDANCE RECORD

SESSION	MONTHLY HOURS OF ATTENDANCE												TOTAL HOURS
	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	

TEST RECORD

DATE OF TEST	TEST			SCORES							GRADE LEVEL	PROGRESS PER 100 HRS ATTD
	NAME OF TEST	FORM	LEVEL	READ VOC	READ COMP	ARITH REASON	ARITH FUND	MECH OF ENG	SPELL	TOTAL		

INSTRUCTION TO TEACHER

1. Fill one of these forms for every enrollee and keep on file.
2. Record attendance at end of each month.
3. When a student drops out or receives the High School equivalency diploma this record must be turned in to the principal of the school for his permanent file on that individual.
4. If a student moves to another school within the parish or to another parish to continue his education he must be given a copy of this form (filled out) to present to the new school or teacher.
5. When a teacher is replaced this record must be turned over to the new teacher.

APL

On-Site Visitations

	Date	Parish	Time		Staff
1.	March 3, 1977	Avoyelles	10:00	AM	Nerissa Bryant
2.	March 10, 1977	Webster	10:00	AM	Nerissa Bryant
3.	March 10, 1977	Lafayette	6:00-9:00	PM	Phyllis Martin
4.	March 23, 1977	St. Landry	6:00-9:00	PM	Phyllis Martin
5.	March 31, 1977	St. Mary	3:00	PM	Dauzat & Staff
6.	April 6, 1977	Jefferson	9:00-2:00	PM	P. O. Wailes
7.	April 6, 1977	Orleans	6:00-9:00	PM	P. O. Wailes
8.	April 14, 1977	Ouachita	10:00	AM	Nerissa Bryant
9.	April 18, 1977	E. Baton Rouge	10:00	AM	P. O. Wailes
10.	April 25, 1977	Beauregard	10:00	AM	Phyllis Martin

APL STUDENT EVALUATION

	Poor	Fair	Good	Very Good	Excellent
I. Material					
1. To what extent did the APL material add to what you already knew - (your general knowledge)?		8%	25%	45%	22%
2. To what extent did the APL material help you with your daily needs?	1%	6%	17%	44%	32%
3. How interesting was the APL material?		5%	19%	38%	38%
4. How well could you read and understand the APL material?		10%	15%	36%	39%
5. How would the APL material compare with other educational material that you have used?	3%	10%	21%	41%	25%
II. Survey					
1. How would you rate the APL Survey compared to other tests that you have taken?		7%	28%	42%	23%
2. Did the APL Survey really measure what you knew? Check one: Yes 95% No 5%					
III. APL Program					
1. To what extent did the APL instructional program meet your daily needs?		8%	21%	43%	28%
2. To what extent did the APL instructional program meet your long-range goals?		10%	19%	39%	32%
3. Preference (check one) * I would like to attend the a. traditional adult education class. 31% b. A.P.L. class 39% c. combination 30%					

* No response from Jefferson

APL TEACHER EVALUATION

	Poor	Fair	Good	Very Good	Excellent
I. Material					
1. Availability of material relating to APL objectives.			33%	34%	33%
2. Relevancy of APL material to adult student needs.			17%		83%
3. Adaptable to flexible scheduling (I.P.I., etc.)			17%	50%	33%
4. Modules from the University of Texas.				17%	83%
5. Reading level of APL material.		17%	33%	33%	17%
6. Content of APL material.				17%	83%
II. Tests					
1. Placement of adult students with APL test results -		16%	50%	17%	17%
2. Diagnostic information obtained from APL test.			17%	50%	33%
3. General rating of the APL test.			33%	34%	33%
4. APL Survey as a measure of student competency.		17%	33%	33%	17%

III. APL Program (check one)

1. I prefer to work with
   a. traditional adult education class 17%
   b. A.P.I. class 17%
   c. combination 66%

2. Is APL more relevant to adult student needs than skills-based approach?
   a. Yes 67%
   b. No 33%

3. Does APL allow a student to make instructional progress at his own pace?
   a. Yes 83%
   b. No 17%

APL SUPERVISOR EVALUATION

	Poor	Fair	Good	Very Good	Excellent
I. Material					
1. Availability of material relating to APL objective.				33%	67%
2. Relevancy of APL material to adult student needs.			16%	17%	67%
3. Adaptable to flexible scheduling (I.P.I., etc.)		17%	17%	33%	33%
4. Modules from the University of Texas.			16%	17%	67%
5. Reading level of APL material.		33%	33%	17%	17%
6. Content of APL material.			17%	50%	33%
II. Tests					
1. Placement of adult students with APL test results.-		16%	67%	17%	
2. Diagnostic information obtained from APL test.				67%	33%
3. General rating of the APL test.				50%	50%
4. APL Survey as a measure of student competency.		16%	67%	17%	

III. APL Program (check one)

1. I prefer to work with
   a. traditional adult education class 50%
   b. A.P.L. class 0%
   c. combination 50%

2. Is APL more relevant to adult student needs than skills-based approach?
   a. Yes 67%
   b. No 33%

3. Does APL allow a student to make instructional progress at his own pace?
   a. Yes 67%
   b. No 33%